DOCUMENT RESUME

ED 237 138 JC 830 518

AUTHOR Hettler, Charles W.
TITLE Partners in Progress: A Marketing Prototype for Community Development.
PUB DATE 83
NOTE 61p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Agency Cooperation; Business; Church Role; *Community Action; *Community Coordination; *Community Development; *Cooperative Programs; Government Role; Public Agencies; Publicity; School Role; Schools; Workshops

ABSTRACT

The community networking model presented in this report was prepared to aid community members in strenthening and developing the networking process among business, community service agencies, government, churches, arts, recreation, and education. The model is designed to be used in a workshop in which participants are grouped in teams of representatives from business, school, community service agencies, church, and government. The model includes presentations and projects designed to increase the participant's awareness of the business philosophy, the community education concept, and the networking process, as well as work sessions to enable the teams to develop local action plans for cooperation between the various community groups of the area. This report includes: (1) information on the purpose of the community networking model and the concept of networking; (2) workshop materials, including an agenda, forms, goal/activity charts, and sample letters; (3) recommendations for community development for educational institutions, businesses, churches, service organizations, and government; (4) information on promoting the workshop through local newspapers, radio, and other media; (5) suggested proposals for the participants to consider; (6) and "A Marketing Prototype for Community Development: Partners in Progress," by Charles Hettler. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237138

PARTNERS IN PROGRESS

A Marketing Prototype for Community Development

Charles W. Hettler
Kent State University
Ashtabula Campus

1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles Hettler
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 830 518

A MARKETING PROTOTYPE FOR COMMUNITY DEVELOPMENT

"PARTNERS IN PROGRESS"

Community Networking Project

Introduction

This community networking marketing model was developed to aid the citizens of your community in strengthening and developing the "networking process" among business, community service agencies, government, churches, arts, recreation, and education for the improvement of your community. Community leaders throughout the nation have expressed strong support for community resource development at the local level.

The model includes:

1. Presentations and projects designed to increase the participant's awareness of the business philosophy, the community education concept, and the networking process;

2. Activities designed to get the participants to work together for common goals and objectives;

3. Work sessions to enable the teams to develop local action plans for "networking" between business, civic, social services, education, and religious groups of the area;

4. A Network Implementation Seminar to initiate the process and create a community interaction networking program.

PURPOSE:

A. To examine and discuss the proposed prototype project and its ideas.

B. To finalize and substantiate ways and means of portions of the project for community implementation by various community segments.

C. To solicit ideas, suggestions, comments, and constructive suggestions from the representatives of the five segments of the community attending the seminar for inclusion in this and future networking programs.

D. To evaluate this proposed project and the implementation seminar.

E. To lay the foundation for the CONSTANT AND CONTINUAL DEVELOPMENT of this community action project and future seminars.

WHAT IS THE NETWORKING CONCEPT?

Networking is the process of connecting people with other people. Ann Dosher says networking is the "bringing together of various elements into a combination of units, a whole, which works toward a purpose shared by its members." Networking involves collaboration, linkage, coordination, and cooperation. It involves connecting people needing or wanting information and/or resources with existing sources of information or available resources.

Some practical guidelines for successful networking are:

**Develop a Statement of Purpose which is general enough to include any anticipated variation.

**Define your vision in long and short range goals which are attainable and that have outcomes which can be seen. Remember to keep in mind that you are developing the network to create a reality which is closer to that desired vision of what is possible and should be done.

**Face power struggles openly and in a timely fashion, both without and within the network. A network must be based upon shared power and responsibility. This entails an interactive model of relationships in which the operative value is interdependence rather than dependence or independence. Credit, like power, must be shared if the unity so essential for a viable network is to be maintained.

**Give priority to information processing. Energy comes from successful communication at every level. Cultivate, streamline and maintain these flows.

**Identify, train, and encourage leaders throughout the network. The more diverse the roles, statutes, groups, and views represented in the network, the more powerful, cohesive, and flexible the network will be.

**Recognize and appreciate skills and resources of network members. Every network needs persons with the following skills: facilitating interpersonal communications and group dynamics, conceptualizing, planning, and mobilizing change processes. Set up co-learning sessions and develop breadth and depth of skills throughout the network.

**Consider the network as an ongoing learning process. Retain long-term facilitators, but be open to new learners and to continuous feedback from members and communities. The network can capture and rationalize issues while being flexible enough to relate innovative ideas and new models to current issues and problems. A network exists to expand knowledge.

**Maintain lines of accountability, responsibility, and negotiation. The internal and external credibility of the network rests on its reputation for responsible actions. Internal management is an "action" by which networks are evaluated by the community.

**Evaluate the network stringently. Invent, and explain criteria for evaluating your projects and actions. Creators can know their program best. Keep organized and detailed records so that traditional systems of funding sources can estimate your program's relative value.

Adapted by The Exchange (Southwest Center for Community Education Development, June 1981) from Ann Dosher, "Creating the Network: The vision and the organization," in The Self-Determination Quarterly Journal, Vol. 1, No. 1, March 1977. page 9.

PARTNERS IN PROGRESS

WORKSHOP OUTLINE

Schedule: This workshop can be accomplished in one day of intensive work scheduled at a local University or Community or Junior College Campus.

SEMINAR SESSION

A. Upon receipt of this project by the individuals to whom it would be distributed, they will be asked to read, examine, and evaluate the proposal in relation to how it affects their segment. An enclosed registration form is then to be filled out and returned to the University or College indicating their desire to participate in the Seminar and who their representative will be.

B. The coordinator and facilitators will determine the number of teams to participate and how they will be selected based upon equal representation of each group and location.

C. Determine the size and makeup of the community teams. Four to six members equally representing business, government, churches, education, and service organizations is a workable size. Equality of representation is important.

D. Example: (Teams will initially be selected to work in various geographic areas from the county.)

COMMUNITY "A" OF A COUNTY

Team I	Team II	Team III
1 Business	1 Business	1 Business
1 School	1 School	1 School
1 Service	1 Service	1 Service
1 Church	1 Church	1 Church
1 Government	1 Government	1 Government

Other teams will follow this procedure with representatives from their area.

E. After determining the number and size of local teams, the coordinator and facilitator will contact those who have expressed an interest in the project along with specific details of the workshop, including time and place, purpose, size and composition requirements of local teams, and registration procedures.

F. Select teams according to previously-established criteria.

G. Notify teams of inclusion in project.

H. Ask teams to review the proposed marketing prototype project designed and come to the workshop prepared to submit additional suggestions and/or criticisms.

PROCESS:

1. The purpose of the workshop is to enable community teams to work together to develop plans for networking among the various groups. The participants need to become aware of the meaning of "networking."

2. Opportunities for interaction among participants will be built into the process. Many get-acquainted activities will be utilized by the facilitators.

3. All participants need to have a common "point of reference" in order to effectively participate in the workshop. Thus, 30-minute presentations of the philosophy of each group (business, civic, education, religion, and service) will be offered in a general opening session. The moderator from the University community will explain the reason the University is interested in networking with the surrounding communities and the components and philosophy of the networking project, and will inform the participants as to the format of participation.

4. The community teams will now be ready to work together. Each team will be provided with an outside (neutral) facilitator (a person with skill in group facilitation). These facilitators, using the "Nominal Group Technique" facilitation process, will work with the same team for the remainder of the workshop, helping the team members identify community needs, prioritize these needs, and suggest strategies to meet these needs and, finally, develop a rough draft of a plan with goals/objectives, activities, responsibilities, and time-lines (see attached facilitators sheet).

5. Teams will break up into the smallest component during the first session, then join the rest of their geographical section during the second session, and then in the final session join the entire assembly. Thus, the building block concept of networking is strengthened.

Community A	Team I	Room ___	Community B	Team I	Room ___
	Team II	Room ___		Team II	Room ___
	Team III	Room ___		Team III	Room ___

EVALUATION:

1. The participants will be given an opportunity to evaluate the workshop:

a. Were the objectives met?
b. Did the workshop increase their awareness of networking? of the business philosophy? of the community education concept? of the service areas? of the governmental input? of church participation?
c. Were there parts of the workshop that should receive decreased emphasis in the future? Increased emphasis?
d. How might the workshop be improved? (see attached)
e. When should the next workshop be held?

LOCAL PLANS

A. A goal and objective of each group should be to discuss and evaluate the proposed networking proposals presented and designed in this proposal project.

B. Another objective is to plan how the groups could implement the portions of the proposal directly relating or of most interest to them.

C. Each group will develop a local action plan for networking between the five groups containing goals/objectives, activities, responsibilities, and time-lines based upon the marketing action prototype.

D. The depth or scope of the plans may vary, depending upon the stage of development of each organization's program. Some plans may address a very basic need, such as establishing an advisory council with business representation; others may be much more broad or long-range. Any plan is acceptable if it relates to an identified need and if it provides for networking among the five community groups.

RECOMMENDATIONS OF THE MARKETING PROTOTYPE FOR COMMUNITY DEVELOPMENT

A. Publicize the project/workshop widely and early with the purpose, guidelines, outcomes, times, etc. A seminar must be held early so that the initial community "Kick Off" will be initiated.

B. Team Selection guidelines will be clearly defined and publicized.

C. Composition of local teams will be fairly equal (not heavy on any one organization's representation).

D. Facility for workshop will be free from external distractions and will provide space for each team to work together away from other teams, using University facilities on a day specified, from 9 a.m. to 3 p.m.

E. Agenda for workshop will include all activities, names of presenters, times, etc. This is a "working" workshop!

F. Each participant will receive a copy of the marketing plan of action prototype for their review prior to the workshop. This plan may or may not be used as the initial basis for discussion and formation of local plans.

G. The participants will receive a packet with schedule, purpose, information about networking, community education, etc., when he/she arrives.

H. Each team will be provided with a facilitator who is familiar with the project design. By having an "outside" facilitator, the team can devote all its time and energy to developing a plan without one team member assuming a leadership role. An excellent source of facilitators for just such a project would be a marketing class from the local University. Perhaps the utilization of the Business Management Department since they can and should serve as a natural catalyst among all groups of the community.

I. Each team will be provided with paper, pens, markers, and other materials th t might be needed.

J. The facilitators will have had some experience prior to the workshop and should be familiar with the Nominal Group Technique. The facilitators will meet before the workshop and ask any questions and get further instructions from the University Coordinator.

K. Existing examples of networking between the community organizations should be available to be shared with the workshop participants through presentations or written materials.

L. This model is designed to be used in a workshop including several teams. but it may be adapted for use with an individual team basis in a local community.

M. A table of reference materials, including articles on networking, examples of networking between business, education, government, etc., might be set up for participants to use at their leisure.

N. Communication between the supervising/coordinating agency (the University) and the community teams should be maintained until the teams accomplish their projects. Additional technical assistance should be available to the teams if requested, again a natural leadership role for the Campus or Community College.

O. An evaluation of the seminar will be accomplished that day prior to the ending of the seminar.

P. A follow-up evaluation tool will also be dispensed to the participants that they will be asked to take home, fill out, and return by mail.

Q. A follow-up Second Seminar will be later scheduled to:

1. Review any progress in our first quarter of operation;

2. Incorporate and assimilate new ideas introduced by participants in addition to the initial marketing program.

R. A "Report of Recommendations" will be published and distributed by the Seminar Sponsors to all the participants and interested members and citizens of the community.

DISTRIBUTION AND PROMOTIONAL INFORMATION DISSEMINATION OF THE PROJECT

EDUCATION

The "Partners in Progress" Networking Proposal shall be sent to each superintendent, school board member, and school principal in each school district, the County JVS, and County Board of Education. Superintendent support will be solicited to aid in the act of physical distribution to each of their administrative staff and building Principal.

BUSINESS AND INDUSTRY

A. The local Chamber of Commerce may conduct an "early bird breakfast" for the physical distribution of copies to its members and all interested local area business persons. Chambers of Commerce of adjacent communities of the county will also be invited to participate.

B. Individuals attending will be permitted to pick up additional available copies for non-attending associates and business acquaintances by merely registering business, name, address, and phone of their business.

C. Cooperation of the local Committee of Economic Development Agency shall also be solicited in assisting in the distribution process.

GOVERNMENT

Channels of distribution for Government bodies will be coordinated through the local area Council of Governments and the County Commissioners Office to all appropriate Government, Township, City, County, State, and Local officials.

CHURCHES

The area Council of Churches will be utilized in the initial phase of project distribution to all churches of all denominations in the community.

SERVICE ORGANIZATIONS

A. Distribution of copies to the local community social service-based organizations will be accomplished by the United Way.

B. To the larger service organizations, such as Kiwanis, Rotary, etc., copies will be delivered to and personally distributed to the members at their meetings.

ADDITIONAL NOTES OF INFORMATION

A. Distribution Centers for those unable to receive copies, or for the concerned citizens of this community will be at various community offices, the library, the University, and the Chamber offices.

B. Time Frame Reference for distribution of the project:

(Date) through (Date).

ANNOUNCE THE PROJECT TO LOCAL NEWSPAPERS, PRINTED PUBLICATIONS, AND MEDIA

Respectfully request not only the news release-type informational article in the major local newspaper, but ask that paper to do a week-long series of articles highlighting each portion of the project as it relates to each segment of the community:

1.	Sunday	Kickoff News Release of the Project
2.	Monday	Education
3.	Tuesday	Business and Industry
4.	Wednesday	Churches
5.	Thursday	Government
6.	Friday	Service Organizations
7.	Saturday	Networking Format and Announcement of Seminar
8.	Sunday	Summary

All local area education, business, industry, civic, political, government, and service newsletters and publications of any source should receive news releases. Ask them to include these in their respective area communications letters to constituents, employees, members, and parishioners.

RADIO AND MEDIA DEVELOPMENT

A. Schedule an initial "Community Orientation Session" on Radio and/or Local TV to acquaint the community with the project and all of the associated plans and procedures surrounding the implementation of the program in the early part of the week.

B. Live Telecast of the one-hour opening Seminar Session attended by all representatives of the Five Community Groups to tie them into the implementation process, Friday of that week.

C. Follow-up Question and Answer session to discuss and evaluate the Networking Seminar and its accomplishments, Monday of the following week.

D. Local Cable Company

1. Request the cable company to advertise on their community message board and announce the seminar and proposed project the week before the seminar.

2. Request the cable company to be present to actually videotape the initial opening session of the implementation seminar for subsequent telecast.

SUGGESTED PROPOSALS FOR THE PARTICIPANTS OF THE SEMINAR TO CONSIDER

EDUCATION

The objectives are to unite all segments of community education in a common goal and program, to introduce the students to their county, and to provide various educational programs for all levels, interacting with the various community groups.

GRADES K - 3

Community Helpers Week with Guest Speakers; Grandparents Day; Field Trips; Coloring Contests; Trash Pickup teaching "Don't Litter--Care for Your Community"; Visiting the Elderly, Hospitals, and Rest Homes; Reading, Writing, Spelling, and Math Programs; Initiation of Positive Community Image.

GRADES 4 - 6

Parent Awareness Program--send home Information Packets on the Community; Guest Speakers; Career Week; Poster Contests; History of the County; Spelling Contest; Neighborhood Improvement Week; College for Kids at the local University.

GRADES 7 - 8

Honor Roll Program; Career Week; Guest Speakers; Trash Pick-up; Essay Contests; Beautification Week; Home Economics Class can sew flags of County Emblems; Field Trips.

GRADES 9 - 12

Career Week at the local University; Trash Pick-up; Essay Contests; Your Right To Vote Program; Government Day; Commercial Art Contest; Campus Awareness Day; Summer Job Programs; Student Summer Special - employ one high school student 15 hours a week.

GRADES 11 - 12 AT THE COUNTY JOINT VOCATIONAL SCHOOL

Support Construction Trades Foundation; Support Free Job Placement program; Project Business--set up, run, and liquidate a business; Internship at local business; Your Right to Vote Program; Area hospital teaching CPR; Horticulture program to beautify the downtown.

THE UNIVERSITY LEVEL

Job Placement Service, with names of graduates to local employers, a "Meet the Graduates Day; Pre-employment skills, resume, business and computer skills seminars; High School Seniors Visit local Campus for a Day; A 3-day Festival for the community; Grants investigation search at local, state, and federal level; faculty participation in the community, especially in high schools; Local businesses expanding their employment opportunities; Hold meetings of the community at the University; Planning to reach both traditional and non-traditional students of the community; encouraging local employers to provide tuition incentives for their employees; Using the University's Business Management Department to help recruit, train, evaluate, and instruct employees.

SCHOOL BOARDS

Unite class programs throughout the County; place trash cans on school grounds and encourage students to be "Concerned Citizens."; End the bickering and unite towards students' benefit.

SUPERINTENDENTS

Exert more educational administrative direction and leadership in Community Development.

GENERAL

Recruit area business, civic, and service organizations to sponsor $500 scholarships for high school students to attend one semester at the local Campus; Community needs, such as food, clothing, and toys; Drug, Alcohol, and Substance Abuse Program for all age levels in all schools in the district.

GENERAL RECOMMENDATIONS

1. Define career community education objectives for schools.

2. Develop a coordinating council among higher education, public schools, parents, community, and industry to define roles and responsibilities of each in the education of youth; to identify educational needs; and develop strategies to meet those needs.

3. Analyze and publicize what is available in the educational and business communities.

4. Eliminate barriers between local districts--make "one team of professionals."

5. Develop curriculum to allow students to develop adaptive employability skills, life skills, and realistic career paths through career exploration.

6. Increase career guidance, work experiences, practical application of basic skills, and relevant updated career information in schools.

7. Provide sabbatical leave for teachers' staff development in light of industrial and societal needs.

8. Initiate dialogue with business, parents, and other community groups for decision-making purposes--budget, educational objectives, etc.; for determining each group's responsibilities in the educational process; and for fostering cooperation and working relationships.

9. Establish minimum competency skills at each level, minimum writing standards in all courses, and tools for measuring competencies and standards.

10. Provide alternative experiences to meet a variety of needs--college credit classes, work study, advanced training in vocational education, and street academies.

11. Develop programs providing training in communication and interpersonal relations skills; development of ethical standards; understanding of basic economics and applied stewardship of natural resources.

GENERAL RECOMMENDATIONS

District Level

1. Clear emphasis and commitment to quality education and high performance expectations. Define role of schools, districts and parents.

2. Leadership and encouragement.

   a. minority involvement
   b. community and business support and participation
   c. improved climate for learning
   d. academic emphasis and relevance of education for youth
   e. improved communications.

3. Establish standards for educational involvement and commitment to the community.

   a. graduation requirements--minimums
   b. state graduation test
   c. needs assessment of community and schools
   d. teacher standards and recognition of merit.

4. Commitment to career education in the community and vocational education. Change perceptions; make it a positive alternative.

5. Eliminate blocks to quality staff and student participation in community educational activities.

6. Establish and foster a "positive image of your community in the minds of students and parents.

7. Examine graduation requirements--are they strict enough? Is skill mastery in evidence? Is there a strong curriculum? Incorporate local community elements into this examination.

8. Lower pupil-teacher ratio in elementary grade levels.

9. Develop a district-wide emphasis to reduce drop-out rates.

10. Involve the community in the district budget process for improved public relations.

11. Identify support and compensation of teaching profession commensurate with the public's expectations.

12. Sponsor community development local school system in-service days involving business, government, churches, service, and education.

GENERAL RECOMMENDATIONS

Building Level

1. Improve student self-concept and community concept.

2. Establish individual student goals for each level.

3. Improve student competencies in areas of: basic skills; decision-making; comprehension skills; analytical skills; creative thinking; time management.

4. Improve student counseling services, including career education and career opportunities in our community.

5. Improve school climate/personal concern for students.

6. Utilize computer technology.

7. Develop K - 12 expectations by skill levels - not age.

8. Continue emphasis on basic skills and practical application of skills, but stress critical thinking and problem-solving skills.

9. Use positive role models to motivate students to scholastic achievement and reward that achievement.

10. Emphasize significance of all students by incorporating sharing and caring in the classroom.

11. Develop career education approach in relating academics to the real world, K - 12 -- classroom teachers as advisors for students.

12. With the help of the business community as resource persons (business leaders come in class and students go into businesses), provide time for a realistic view of career possibilities and expectations for all students.

13. Initiate "parent-orientation" whereby parents can learn to help students in all facets of their education.

14. Improve media coverage of school activities and achievements.

15. Spend more time on human relations--how to communicate with others.

16. Provide students with money and life management exposure as it relates to direction, choices, philosophy, chance/fate, happiness.

17. Incorporate sharing, caring atmosphere in classroom.

18. Ask students how they would feel more comfortable and cared about.

19. Redevelop staff to work with tomorrow's youth.

GENERAL RECOMMENDATIONS

Higher Education

1. Provide inservice to help teachers improve skill/professional development using the local university as a resource center.

2. Provide information for graduation requirements.

3. Identify and define evaluation strategies.

4. Increase involvement with business/parents/civic/community.

5. Improve teacher education by teaching thinking skills/new technology, and by focusing on the future rather than now.

6. Make better use of research.

7. Provide sabbatical leave to teachers for staff development in light of industrial and societal needs.

8. Foster career education/vocational education preparation and development K - 16.

9. Strengthen counseling programs, especially in the area of career education.

10. Develop a model of the future; prepare teachers for the future society, and keep it updated.

11. Unite with the State Department of Education, Education Association, and Association of School Boards in developing a statewide inservice effort to translate recent research in teaching and learning into classroom and building practices.

12. Encourage state and local leaders to be leaders--take a stand on issues.

GENERAL RECOMMENDATIONS

Community/Parents

1. Develop a project for community involvement in budgetary process.
2. Develop a teacher/parent partnership.
3. Improve parent involvement in schools; parent responsibility.
4. Encourage services of volunteers from community to serve as resource pool.
5. Define basic education and the best tools to achieve it.
6. Work toward an active, responsible, representative accountability committee.
7. Publish a student-parent career development handbook.
8. Integrate public relations program encompassing school climate, student, parent, staff, and community.
9. Act as resource persons and volunteers in the classroom.
10. Serve as active members of accountability committees or the PTA.
11. Participate with schools and business in identifying educational needs and select the appropriate agencies to assist in that aspect of education.
12. Parents provide basic foundation of respect, self-discipline, acceptable standards of social behavior in their children; teach children how to deal with peer pressure, instill work ethic, develop personal integrity, and refine personal aptitudes of children; and participate in their child's learning and stay in touch with changing social attitudes.

"LOCAL EDUCATIONAL COMMUNITY CONCEPT"

A. Strengthen and reinforce the local elementary program available in all local school districts, elementary buildings initiating, creating, developing, and reinforcing a POSITIVE COMMUNITY AWARENESS SELF IMAGE.

PRIDE - LOYALTY - COMMUNITY SPIRIT

B. Continue to strengthen, reinforce and further develop this positive community self-image in intermediate grades 4-6 and 7-9 by expanding, diversifying, and enlarging communication interaction and socialization among school districts and business, government, church, and community service organizations.

C. High school students must be given more responsibility in the formulation of future ideas, interests, and activities of the community. We must have more cooperation and program development among local area high schools.

D. High school students must be convinced that there is both an educational and employment future for them right here in their community. Upon graduation from their respective local area high schools, they need not relocate to seek fine educational facilities and/or programs; such exist right here in their community and may be economically afforded while providing many additional family, personal, and individual benefits and advantages.

E. The University cannot continue to be the "Best Kept Secret in the Community," or the "13th Grade." The University must posture and position itself as a new, fresh, dynamic, and energetic force of Community Development for the 1980's and 1990's. If the University is to meet and satisfy the needs of the community for which it was created, it must base its program around Community Involvement, Educational Leadership, Imagination, and Innovation.

CONCEPT PROPOSAL SUGGESTIONS FOR BUSINESS AND INDUSTRY

PURPOSE: To set a plan of action designed to promote the community through the eyes of the employees and consumers.

First, segment all of business and industry into many different types in your community, such as industry, grocery, restaurant, etc. Second, discuss the many different bases of these groups to determine a common ground for each. At this point the strongest type of promotion for the groups will be derived and the ways to promote the positive aspects considered. There the groups that were the strongest were in the area of personnel (employees) and consumer (consumer-based). A target market of views of these groups was then considered in the networking process.

PERSONNEL BASED PROGRAM

All views on projects that follow, with regard to the company employees who are community citizens, include such groups as public utilities, industry, retail and wholesale, grocery, and banks.

1. Scholarship or Tuition Incentives: Businesses may offer to their employees a program to encourage the attendance in local universities or other educational facilities by offering a scholarship to the employees who wish to participate.

2. Job Placement of Unemployed: By making a special effort to hire the unemployed of the community to fill company needs, you are helping your community's unemployment situation. By using local graduates as well, you are taking care of your own and encouraging them to remain there in the community.

3. Co-ops, Partnerships, and Internship Programs: Using the students of your area in a cooperative effort with business and industry shows them what the actual work of the business world entails.

4. Promote Community and Events: Business can increase participation in community activities by encouraging their employees to frequent summer theatres and other civic events by purchasing a block of tickets to be used by the employees.

5. Employee events held in the community: Your community has many beautiful resources that go unseen due to the lack of exposure to the public. Business can take advantage of these resources by holding summer outings for employees at local parks, oriented to family participation.

6. Business buy locally: Many businesses in your area manufacture goods that are needed in finished products of area companies, but most of these needed products are purchased outside our community. It is felt that by organizing an INDUSTRIAL AND BUSINESS COUNCIL for the area, you can better promote the goods that local businesses have to offer. An annual program could then be set up to act as a Business Expo for your area, in which all businesses will be allowed to display the products that they produce. Companies from outside your area can then be called in to attend the Expo and get a good idea of what our businesses have to offer. A group, such as the local Chamber of Commerce or County Economic Development Council can act as the spearhead for the COUNCIL.

Try to acquire status of your University as a University Economic Development Center, either by the Small Business Administration or the United States Economic Development Agency, the purpose of this center being:

A. To secure any type of state, local, or federal funds available to set up a physical facility of one-stop shopping for information required by members of our community.

B. To provide technical expertise, assist in cite location, venture capital, procurement of licenses, set up of business, formulation of a marketing plan, and employee recruitment and selection.

C. Assist in every manner possible or place the individual in contact with all establishments who can offer any assistance necessary to foster and encourage the entreprenual spurt of America.

D. Expand and strengthen present industry base in the area and community. Work to keep and retain jobs and add more job opportunities in the local employment market in all existing job facilities.

E. Total support, cooperation, and positive encouragement of a new Community Economic Development Council.

CONSUMER BASED PROGRAM

The basic foundation and target market for this group will include food services, fuel stations, grocery, auto sales, public utilities, etc. It should be noted that many of the businesses can qualify for both of our major categories.

With the consumer based program, you are gearing the thrust to the line of business with patrons in your area by offering them incentives, contests, discounts, etc

1. Buy locally. By patronizing local businesses, you will encourage job growth and greater prosperity.

2. Reinvest money in local markets. Stress consumer support of local firms and services, such as doctors and professional people in the community.

3. Offer discounts to our unemployed and senior citizens and even the students of the area..

4. Fun Facts Brochure. Facts about our community can be incorporated into a fact sheet to be distributed to many businesses to place in shopping bags, on counters, in mail boxes, gas stations, etc.

5. Consumer Protection Agency: This protection feature would help business and the consumer in many ways, mostly communication. This could be incorporated in an existing service agency, such as the Chamber of Commerce.

6. Contest to Consumers. This plan would be contingent on the Fun Facts step of this plan. The radio and news media could arrange a contest where a question could be asked and give the consumer the opportunity to answer the question to win prizes such as theatre tickets, fair passes, and donated prizes from the business environment.

7. Promote the Community on identity by printing the store's name and the community on shopping bags, sales receipts, and other types of packaging.

8. Consumer participation. Housewives, students, and unemployed people could assist by stuffing envelopes in the home, passing out materials, taking surveys, or door-to-door campaigns of promotion.

CONCEPT, PROPOSALS, SUGGESTIONS TO PROMOTE THE COMMUNITY THROUGH CHURCHES

PURPOSE: To promote church unity by making parishioners of every denomination aware of your community's great attributes and encourage them to spread the "Word" through their community activities.

Your church can support many community-related church activities and also bring people closer together to form a unified group in support of your prosperous city.

FUND RAISING EVENTS

A. BINGO can be a great source of community support if organized and operated properly. It should be open to the public to attract outsiders to your community. The game will bring people closer together and establish church unity. A percentage of the overall profits from the game can be used to fund some of the community activities.

B. BAZAARS are an excellent community activity. The Bazaar attracts people from miles around and, in this way, they get to see what an active organization your church is.

C. Holding a DINNER-DANCE can be an excellent community activity. All that is necessary to do is select a committee to appoint a band, caterer, and hall. After this is done, the dance is ready to be enjoyed. By making this dance an annual event, people will have something to look forward to in your city.

COMMUNITY-RELATED CHURCH ACTIVITIES

A. Community Beautification programs are a necessary ingredient in your promotion of your community, because you must not only keep the members of the community proud of their city, but also attract new members to your community.

1. Litter pickups can be organized so that church members and others can pick up litter either weekly or monthly. Lawns can also be cut, and flowers and bushes planted.

2. Collecting aluminum cans. Committees can be selected to collect cans from different areas of the community each week. Local businesses can also assist in this project by saving their aluminum cans.

3. Newspaper drives. Place announcements in the church bulletin as to when the drive will take place and where. By getting rid of the papers that may be accumulating in your homes, you will also reduce the risk of fires occuring.

B. Helping the Needy.

1. By volunteering staples and canned goods to families less fortunate than you you can put a smile on someone else's face. The food should be collected in a drive type manner. A group of volunteers should be organized to deliver these groceries to the needy. Another way of helping the needy is the meals on wheels program to deliver hot meals to the elderly.

2. Visiting the elderly, arranging trips to County Homes and individual's homes and bringing cookies and flowers. Periodic checks on the elderly are helpful to ensure they have sufficient items and elements for a comfortable and meaningful life and happy existence. Installing safety devices and fire alarms can further protect the homes of the elderly.

3. Provide information on MEDICARE and SOCIAL SECURITY benefits. Disseminate information on the Church and what it can do for others. Assist the elderly in filling out forms, reducing the red tape, and applying for federal, state, and local programs for which they qualify.

C. The church can also sponsor organizations that provide emergency housing or counseling for members of your community, such as: a HOTLINE phone service for troubled persons; donations for baby clothes, furniture, or other baby-related items.

D. Bible study groups can bring people together through Sunday school classes and religious schools. Adult encounter groups or retreats can be set up to bring all citizens closer together and to promote church unity.

The ECUMENICAL MOVEMENT is designed to promote Christian unity. By inviting different denominations to worship with your church, some of the strong religious barriers can slowly be dissolved and a spirit of love, peace, and cooperation can exist.

E. A Community Dedication Day can be held. On this day, your networking project could be kicked off and introduced in full force and everyone--business, service, government, education, and churches--will have some knowledge of this project. Friday or Saturday is a good day for the Partners in Progress Seminar. Sunday could be your Community Dedication Day.

SERVICE ORGANIZATIONS

A. Have a community awareness day where all service organizations get together at a local park and inform the community of their services. This could be accomplished by having a good old-fashioned Barbeque, complete with all the trimmings. Awards may be given to different organizations for their involvement in community action, recognizing their accomplishments in the past year and discovering what they have planned for the future.

B. Have a presidential council set up including all service groups to coordinate all service organizations active in the community.

C. Use organizations' influence to invite well-known and powerful personalities and assume positions of both leadership and service in community projects. Certain people in key positions if invited are made aware of, and would have the ability and capacity to act upon, our suggestions relating to specific problems. These personalities can also be used to help you gain funds for your needy projects.

D. Service organizations may sponsor games that can be played by the children of the community.

E. The most deserving boy and girl in each high school can be awarded a $500 scholarship that must be used locally.

F. Willingness to lecture at your local University and neighboring high schools.

G. Acting as a big brother/sister, sponsor field trips for our young people to different points of interest in your county. This could be any number or age group that your organization chooses.

H. Offer invitations for young people to attend your meetings to introduce them at an early age to the ways and goals of your organizations and to show them that you want to help them and that you care.

I. Service organizations must assume the leadership role in community service projects and be more than a "once a week for lunch bunch."

CONCEPT, PROPOSALS, AND SUGGESTIONS FOR GOVERNMENT

One goal of the governmental group is to pursuade governmental employees to instill a sense of pride in their respective communities. To accomplish this effectively, the employees themselves should have a sense of pride, project a positive image, and set an example to be admired and copied. The government employees could be the best "good will ambassadors" that the government has to the community.

A. To display a positive image, the employees should be responsive and courteous to the public, whether in person or on the phone. They should be conscious at all times of the image they project, whether in an office, in a police cruiser, digging a ditch, or collecting garbage.

Devise some method of determining who should be rewarded for their positive attitude. Employees in various departments who project the best image, attitude, etc., could be rewarded with an occasional extra day off.

B. Conduct a drive for voter registration. Compile necessary information for the citizens as to how to register and how to vote. Possibly enlist volunteer help through a service organization or a business to distribute the information.

C. Government bodies could arrange to set up parks or recreational areas on public-owned property. Service organizations or area businesses could contribute to these projects, either financially or with volunteer help.

D. Public-owned property could also be used by service organizations, businesses, or even church groups to hold "happenings" to raise funds for worthwhile causes. In exchange for the use of this land, the respective organizations could keep the area clean, mow the grass, clear the snow, etc., thereby helping with the expense of operating the community.

E. Compile a slide presentation featuring your county, making it available to schools, libraries and church and service groups for showing. Included in this presentation could be historical sites, natural resources, recreational areas, and various points of interest.

F. Organize your County Olympics featuring athletes from each community. A different sporting event could be held in each town. Businesses, churches, and service groups could get involved by donating funds and/or equipment, supplying food, or providing organizers. Education could get involved by providing instructors.

OK

KENT STATE UNIVERSITY
ASHTABULA CAMPUS
3325 WEST 13TH STREET
ASHTABULA, OHIO 44004
(216) 964-3322

SAMPLE LETTER

CITIZENS OF ASHTABULA COUNTY

Greetings:

Thank you for indicating an interest in the Ashtabula Community/Area Networking Workshop. The workshop committee looks forward to working with you.

The Community Networking Partnerships Workshop will be held at the Ashtabula Campus of Kent State University on September 16, 1983.

A tentative agenda is enclosed. You will notice that the workshop will begin promptly at 9:00 a.m. (coffee and rolls will be available at 8:30 a.m.) Each team will be composed of a member representing business, education, religion, government, and service organizations. However, we may wish to alter the makeup to meet your needs. The purpose of the workshop is to enable the teams to develop a plan for networking among the various organizations within their communities.

Sincerely,

Charles W. Hettler, Director
Business Management Networking Project

CWH:sv

"PARTNERS IN PROGRESS"

COMMUNITY NETWORKING

WORKSHOP

_____ University, _____ Campus

_____ Date

PURPOSE

The purpose of this Community Partners in Progress Networking Workshop is to enable participants to:

**Increase their awareness of the business philosophy and civic responsibility;

**Increase their awareness of the community education concept;

**Develop plans for networking among business, education, government, churches, and service organizations within the local communities.

Each team will review, discuss, and evaluate the proposed marketing networking prototype to determine the feasibility and implementation of the program.

Each team will further develop additional plans for networking among the five community organizations. A rough copy of this plan, including goals/objectives, activities, time-lines, and people involved, will be left with the project coordinators at the end of the workshop.

Finalized plans will be added to the original prototype proposal and evaluated for implementation at future workshops.

The project director, _____, will be available to assist you with the finalization of your plan.

Please note that the seminar will begin promptly at 9 a.m. with the first General Session scheduled in the _____ University auditorium. All registration packets and coffee and rolls will be available by 8:30. Arrival time is 8:30 for all participants. Enter by the parking lot entrance adjacent to the _____.

_____ University/College Moderator

_____ Department
_____ University
_____ Campus
_____ Address
City, State, Zip

Phone Number

_____University

_____Campus

Community Networking Partnerships

W O R K S H O P

Registration Form

WE WILL BE ATTENDING THE WORKSHOP.
OUR REPRESENTATIVE(S) WILL INCLUDE THE FOLLOWING INDIVIDUALS:

	NAME	ADDRESS	PHONE	REPRESENTING
1.				
2.				
3.				
4.				
5.				

Signed: _____

Organization: _____

Phone: _____

PLEASE RETURN REGISTRATION FORM BY _____ TO:

(Moderator)
(Department)
(University)
(Campus)
(Address)
(City, State, Zip)
(Phone)

TENTATIVE AGENDA

(University)

(Campus)

PARTNERS IN PROGRESS COMMUNITY NETWORKING SEMINAR

W O R K S H O P

(Date)

8:00-8:30	Arrival time. All participants in Gym.
8:30-9:00	Coffee, rolls, information packet in Gym.
9:00-10:00	Welcome by Coordinator. Introduction of Participants. Description of Process.
10:00-10:15	Break
10:15-11:00	Team Skills Development Small Components Session
11:15-12:00	Awareness Sessions with each geographic location
12:00-12:45	Luncheon
12:45-1:45	Awareness Sessions continue
1:45-2:00	Break
2:00-2:45	General Session Community Team Activity Guidelines for Work Sessions Community Team Work Session
2:45-3:00	Concluding Activities Evaluation

OK

COMMUNITY NETWORKING PROJECT WORKSHOP

DISCUSSION QUESTIONS

1. WHAT IS GOOD ABOUT _____?
(Your Community)

2. WHAT ARE THE NEEDS OF _____?
(Your Community)

3. HOW CAN PRESENT PROJECT PROTOTYPE BE SUCCESSFULLY IMPLEMENTED?

ok

COMMUNITY NETWORKING PROJECT WORKSHOP

EVALUATION

Please check one or more of the following:

_____ Business Representative _____ Clergy/Church Board

_____ Community Member _____ School Board Member

_____ Civic Leader _____ Industrial Representative

_____ School Administrator _____ Social Service Representative

_____ (Other): _____

1. What is your overall evaluation of the workshop? (Circle one):

   Excellent Very Good Good Fair Poor

   Reason for rating: _____

   _____

2. To what extent were the objectives of this workshop met?

   Excellent Very Good Good Fair Poor

   Reason for rating: _____

   _____

3. List any parts of the workshop that you believe merit <u>decreased</u> emphasis:

   _____

   _____

4. List any parts of the workshop that you believe merit <u>increased</u> emphasis:

   _____

   _____

5. Other Comments: _____

   _____

   _____

Thank you!

TO: Facilitators for the Community Networking Project Workshop

FROM: (Coordinator)

SUBJECT: RESPONSIBILITIES OF FACILITATORS

Thank you for volunteering to serve as a facilitator for the Community Networking Project Workshop. Each of you will facilitate a team of five people from a community. We will be using the NOMINAL GROUP TECHNIQUE facilitation process during the workshop. An outline of this technique is enclosed. Please study it prior to the workshop date so that you are familiar with it. The workshop staff and facilitators will meet in the room reserved for the workshop at noon to "iron out" any details and to answer any questions about the facilitation process on the day before the session on (date).

Please call me if you have any questions. See you at noon on (date) at the (Campus) of (University).

Thank you again for volunteering to assist with this workshop.

Enclosure

COMMUNITY _____ OK

GOAL: To establish a strong and viable community education program.

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ENDING DATE
1. To establish an administratively and financially secure community education council.	a. Identify role of council in terms of names and relationship to school board and recreation district.	Council	
	b. Delineate goals	Council	
	c. Structure Council by electing officers and establishing by-laws.	Council and By-Laws Committee	
2. To establish a network between education and the community.	a. Explore possibility of support from: -school superintendent -school board -Recreation district board -business community -students -community-at-large -school related groups -county commissioners -service clubs -Chamber of Commerce -foundations/grants	Council members, C/E Coordinator,	Sample
	b. Explore support by following means: -in-service workshops -meetings at large -publicity in school newsletter and community newspapers -neighborhood surveys		

COMMUNITY _____

GOAL: To provide a process that will develop a partnership between the school and the community.

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ ENDING DATE
To develop a School/Community Day program with health resources available for students and community residents.	1. Meet to explain plan and get go-ahead. a. staff informed of plan 2. Identify new Task Force members. 3. Meet to refine tasks and develop strategy. 4. Make calls and get commitments from participants. a. demonstrations health checks available lectures to students health career awareness food information and samples P.E. demonstration Holistic Health information Health Dept. services Drug/Alcohol Awareness 5. Send confirmation 6. Meet to define specifics; logistics. 7. Press releases and other publicity. 8. Community involvement--invite community at large and make efforts to assure attendance. a. flyers b. phone calls	Each team member - involve one more person.	Sample

COMMUNITY _____

GOAL: Through networking between business and education, skills in survival will be provided and funding will be secured.

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ENDING DATE
To work toward establishing a community career resource center.	1. To hold a career education breakfast to communicate the goals and work of the Career Education Council and to encourage support for and use of Resource Bank and mini-grants.	Career Education Council	
	2. Write article about Career Education Council and Resource Bank	Career Education Coun. Newspaper reporter	
	3. Publicize existing Resource Bank use through newspaper photos and articles, and through school newsletters.	Career Ed. Council, elementary principals, newsletter writers, jr. high/sr. high principals,	
	4. Bring together representatives from civic and education groups to write proposal for establishment of career resource center.		
	5. If above proposal is not funded, seek alternative funding.		
	6. Distribute a monthly career newsletter.	Career Ed. Council, Community Resource Center, and other affiliated groups.	Monthly

Sample

COMMUNITY _____

GOAL: To secure stable funding for Community Education from city government on an annual basis.

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ ENDING DATE
Design strategies for approaching City Council.	a. Meet with	Fund-raising Task Force	End of
	b. Meet with business leaders	"	"
	c. Meet with individual city council members to learn objections/support	"	"
Develop presentation proposal.	a. Gather data: number of participants volunteer hours letters of endorsement benefits to seniors	"	End of
	b. Community benefits: builds spirit/unification increase literacy increased cultural activities vehicle for solving commun. problems brings people into town		
	c. Itemized budget	Comm. Ed. Director	End of
To get on City Council agenda.	Speak to City Administrator	Comm. Ed. Director	Prior to Mtg.
To display support for C/E.	Round up grass-root supporters including school board members.	Task Force, Teacher Corps, Advisory Coun.	Just prior to meeting of City Coun.
CELEBRATE!	Victory Party	Task Force, Teacher Corps, Adv, Council	After City Council meeting.

Sample

COMMUNITY _____

GOAL: To use educational resources to improve community schools for a better total community yet maintain communities' uniqueness.

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ ENDING DATE
1. Promote the idea of community schools in a positive manner.	a. Community education awareness presentations (service clubs, etc.)		
	B. Community education articles in newspapers and local and district newsletters.	Principal, C/E Director,	
2. Create a community-wide task force to serve both communities in their community education activities.	a. Contact all schools, governmental agencies, and businesses in each community to select members to serve on Community Education Task Force.		
3. To make Centaurus High School a community education center serving both communities.	a. Solicit administrative support at Centaurus for idea of it becoming community education center.		
4. To obtain funds.	a. Seek Central Administration and School Board support.		
	b. Ask for contributions/services from service clubs, business, industry.		
	c. Raise funds from program itself.	C/E Coordinator and Task Force	

Sample

COMMUNITY _____

GOAL: To optimize the facilities and resources available

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ ENDING DATE
1. To assess the current building utilization.	a. Gather data on current use by examining the calendar.		
2. To assess to current human resources being used.	a. Create a staff survey of human resources.		
3. To assess other resources being used currently. -financial -equipment -organizations -other	a. Essay		
4. To assess what is available but we're not using. -human -building -financial -equipment -organizations -other	a. Essay 1) parents 2) teachers 3) community 4) school district		

Sample

COMMUNITY ____ _____

GOAL: Continued, page 2

OBJECTIVE	ACTIVITIES	RESPONSIBILITIES	BEGINNING/ENDING DATE
5. Inform staff and solicit their input.	a. Hold faculty meeting		
6. Utilize available resources and facilities.	a. Solicit Centennial parent community through parent newsletter.		
7. Selectively solicit kids to utilize available facilities.	a. To be decided by committee		
8. Form Advisory Committee	Contact potential members.		

Sample

FACILITATOR'S GUIDE

The facilitation process being used for this workshop is the Nominal Group Technique. The technique is effective when working with groups composed of people with different interests, backgrounds, or expertise. The Nominal Group Technique helps prevent any one person from dominating the group.

I. MATERIALS

Chart paper, magic markers, masking tape, discussion questions.

II. PROCEDURE

ACTIVITY — TIME ALLOCATION

A. Introduce self and have group members introduce themselves.

B. Explain the Nominal Group Technique

1. Individual listing of ideas.
2. Serial reporting on flip chart.
3. Group discussion and refinement.
4. Priority ranking.
5. Developing action strategies on top ideas.

C. Identify the Purpose

1. To solicit ideas about what is good about our community.
2. To solicit ideas about needs in our community.
3. To establish priorities for action.
4. To develop action strategies for the top one or two priorities.

D. Procedures to be Followed by the Facilitator and Group Using the Nominal Group Technique.

1. Individual listing of ideas.
   a. Distribute question sheets to members.
   b. Ask them to brainstorm their own 3-5 thoughts in response to Question 1 by writing answers on sheet.
   c. Emphasize that this is an individual activity and should be done alone.
   d. Facilitator should refrain from giving too much direction to individuals.

2. Serial Reporting on Chart
   a. Facilitator asks each person to give one idea verbally (go around group).
   b. Each idea is listed on chart paper.
   c. Conduct at least three rounds; then ask if there are additional ideas to be listed. (If someone has completed their list, they say "pass" and the next person lists their idea).
   d. Review ideas about good in community to start session on positive note.

3. Brainstorming Second Question
   a. Ask members of group to brainstorm their own 3-5 thoughts in response to discussion question #2 (What are the needs in our community?).
   b. Again, this is an individual activity.

4. Serial Reporting on Chart
   a. Facilitator asks each person to give one of their ideas (needs) verbally.
   b. Each idea is listed on chart paper.
   c. Keep going around group until all ideas (needs) are listed.

5. Group Discussion and Refinement
   a. This activity is devoted to taking general ideas and refining them to specifics.
   b. Facilitator takes each idea and asks for reactions and specifics.
   c. Group members can discuss with each other at this stage.

6. Priority Ranking
   a. Each person will write down on their sheets the numbers of two ideas that they feel have both importance and urgency, thus making it a priority.
   b. The facilitator will ask for a show of hands as the list of ideas is reviewed by the facilitator and the number of hands (votes) per idea is recorded. (Each member has two votes.)

7. Developing Action Strategies (The Plan)
   a. Facilitator takes top priority and asks group to brainstorm action strategies to implement the idea.
   b. Strategies are "the ways" an idea gets accomplished rather than generalized statements.

c. The group then utilizes these action strategies to develop a plan for "networking" between business and community education at the local level. These plans should contain goals/objectives, activities, responsibilities, and timeline and should be accomplished in 3-12 months.
d. If time allows, the group may develop a plan for the second priority.

8. Conclusion
   a. An action plan for networking must be developed and written down
   b. Each group will briefly share their plan with the other groups.
   c. Turn in the written finalized plans to the Project Director

DEFINE A COMMUNITY

People who are joined by commonalties:

- ethnic similarities
- common problems (water etc.)
- cultural similarities
- language
- geographic barriers (state lines, highways, county lines)
- economic differences
- business community
- political boundaries
- school boundaries
- religious affiliations
- communities with communities (sub communities)
- employment community (Kodak, IBM, STC.)

LIST IN PRIORITY ORDER THE FIVE (5) MOST IMPORTANT BUSINESS, SOCIAL OR GOVERNMENTAL ENTITIES IN A COMMUNITY (5 ONLY, REGARDLESS OF THE MIX).

1. Energy
2. Food
3. Health and Safety
4. Laws and Mores
5. Education

These five basic needs of any community would be difficult to identify singularly as a business, social or governmental entity.

LIST IN PRIORITY ORDER THE FIVE (5) MOST IMPORTANT BUSINESS, SOCIAL OR GOVERNMENTAL ENTITIES IN A COMMUNITY (5 ONLY, REGARDLESS OF THE MIX).

1. Systems of Education
2. Business Organizations
3. Family
4. Community Services
5. Churches

DEFINE A COMMUNITY

A gathering of people living within a given boundary sharing a commonality such as: area, purpose, need, financial, life style, business.

CHARACTERIZE FIVE (5) PERSONS YOU CONSIDER MOST ESSENTIAL TO A COMMUNITY

1. (Altruist/Participant) Giving of oneself; possessed of a generous community spirit and a willingness to make time; willing to share ideas; having a strong commitment to one's community; a reliable participant.

2. (Futurist) Looking to the future; willing to plan; accepting of training and new ideas; a creative thinker and a problem solver.

3. (Organizer) Ability to organize; ability to act consistently within an organization; a legworker and a detail person with the willingness and commitment to see something through.

4. (Salesperson) Good human relations; good promoter; good at bringing diverse elements together; good at putting forth the certainty that something will work; a diplomat and a unifier.

5. (Networker) Possessing and sharing knowledge of existing systems; a person with contacts, facilitator skills, and diplomacy.

PHONE 964 3322

Charles W. Hettler
Business Management Department
Kent State University
Ashtabula Campus
3325 West 13 Street
Ashtabula, OH 44004
(216) 964 3322

Kent State University
ASHTABULA CAMPUS

3325 W. 13TH STREET
ASHTABULA, OHIO 44004

CHARLES W. HETTLER
BUSINESS MGT. TECHNOLOGY

Mr. Hettler brings to his work fourteen years of business, management, marketing, education, and administrative experience as a retail and shopping mall association manager, academic and vocational educational instructor, industrial sales and marketing manager, principal of a rural high school, day care center owner and administrator, university professor, and owner and chief consultant of his own business management consulting agency.

Mr. Hettler possesses a B.S. and M.S. degrees in educational administration and an Associate Degree in Business Administration and is presently working on his Ph.D. studies in Educational Administration. Mr. Hettler is a certified high school academic and vocational instructor, middle grades and high school principal, supervisor, superintendent, and educational administrative specialist. Mr. Hettler possesses teaching, educational, and administrative certification in eleven other states in addition to Ohio.

Mr. Hettler's present core of interest is in the area of the role of the University, Junior and Community College in Community Development. He believes that the University must become an innovator, pioneer, and positive contributing partner in civic improvement and community renovation. He believes that the Campus provides a most natural environment and setting for the practical application of text theories, concepts and lectures, combining them with the students' life-long learning experience and creating and providing the avenues for immediate, meaningful, and practical application of those skills.* The local college must begin to exert its leadership and place itself at the forefront of business, civic, educational, social, and community development. It is an educational, social, and civic responsibility to the communities in which we exist.

For your most positive consideration, Mr. Hettler respectfully offers to you...

Partners in Progress

A Marketing Prototype for Community Development

An Idea Whose Time Has Come of Age . . .

*while making them positive contributors to their community.

A MARKETING PROTOTYPE FOR COMMUNITY DEVELOPMENT "PARTNERS IN PROGRESS"

Charles W. Hettler, Kent State University

ABSTRACT

This community networking marketing model was developed to aid the citizens of your community in strengthening and developing the "networking process" among business, community service agencies, government, churches, and education for the improvement of your community. Community leaders throughout the nation have long expressed strong support and desire for community resource development at the local level. This model includes (1) presentations and projects designed to increase the participant's awareness of the business philosophy, the community education concept, and the networking process; (2) activities designed to get the participants to work together for common goals and objectives; (3) work sessions to enable the teams to develop local action plans for "networking" between business, civic, social services, education, and religious groups of the area; and (4) a Network Implementation Seminar to initiate the process and create a community interaction networking process.

A MARKETING PROTOTYPE FOR COMMUNITY DEVELOPMENT
"PARTNERS IN PROGRESS"

Charles W. Hettler, Kent State University

COMMUNITY NETWORKING PROJECT

Purpose

The purpose of this networking system is: (1) to examine and discuss the proposed prototype project and its ideas; (2) to finalize and substantiate ways and means of portions of the project for community implementation by various community segments; (3) to solicit additional ideas, suggestions, comments, and constructive suggestions from the representatives of the five segments of the community attending the seminar for inclusion in this and future networking programs; (4) to evaluate this proposed project and the implementation seminar; and (5) to lay the foundation for the CONSTANT AND CONTINUAL DEVELOPMENT of this community action project and future seminars into a cohesive program for community development.

The Networking Concept

Networking is the process of connecting people with other people. Ann Dosher says networking is the "bringing together of various elements into a combination of units as a whole, which works toward a purpose shared by its members."[1] Networking involves collaboration, linkage, coordination, and cooperation. It involves connecting people needing or wanting information and/or resources with existing sources of information or available resources.

Some practical guidelines for successful networking are: (1) Develop a Statement of Purpose which is general enough to include any anticipated variation. An example purpose may be the creation, development, and implementation of a community positive self-image; (2) Define your vision in long and short range goals which are attainable and that have outcomes which can be seen. Remember to keep in mind that you are developing the network to create a reality which is closer to that desired vision of what is possible and should be done. So many times people "aim at nothing and hit it." Make sure you are not one of them; (3) Face power struggles openly and in a timely fashion, both without and within the network. A network must be based upon shared power and responsibility. This entails an interactive model of relationships in which the operative value is interdependence rather than dependence or independence. Credit, like power, must be shared if the unity so essential for a viable network is to be maintained. Recognize and attempt to deal with diplomatically the "empire builders;" (4) Give priority to information processing. Energy comes from successful communication at every level. Cultivate, streamline and maintain these flows. Two of the largest areas of community deficiencies are coordination and communication; (5) Identify, train, and encourage leaders throughout the network. The more diverse the roles, statutes, groups, and views represented in the network, the more powerful, cohesive, and flexible the network will be. There is a most significant difference between "talkers and doers"; (6) Recognize and appreciate skills and resources of network members. Every network needs persons with the following skills: facilitating interpersonal communications and group dynamics, conceptualizing, planning, and mobilizing change processes. Set up co-learning sessions and develop breadth and depth of skills throughout the network; (7) Consider the network as an ongoing learning process. Retain long-term facilitators, but be open to new learners and to continuous feedback from members and communities. The network can capture and rationalize issues while being flexible enough to relate innovative ideas and new models to current issues and problems. A network exists to expand knowledge; (8) Maintain lines of accountability,

[1] Adapted by The Exchange in The Self-Determination Quarterly Journal, Vol. 1, No. 1, March, 1977, page 9.

responsibility, and negotiation. The internal and external credibility of the network rests on its reputation for responsible actions. Internal management is an "action" by which networks are evaluated by the community. People will judge you and this process by the product you produce. Make sure it is one of quality rather than quantity; (9) Evaluate the network stringently. Invent and explain criteria for evaluating your projects and actions. Creators can know their program best. Keep organized and detailed records so that the traditional systems of funding sources can estimate your program's relative value; (10) Evaluation and refinement of the network is essential for short-term and long-range success.

Workshop Outline

This workshop can be accomplished in one day of intensive work scheduled at a local University or Community or Junior College Campus. Upon receipt of a copy of this project by the individuals to whom it would be distributed, they will be asked to read, examine, and evaluate the proposal in relation to how it affects their segment. An enclosed registration form is then to be filled out and returned to the University or College indicating their desire to participate in the Seminar and who their representative will be. The coordinator and facilitators (members of the University community) will then determine the number of teams to participate and how they will be selected based upon equal representation of each group and location. The size and makeup of the community teams is then determined. Four to six members equally representing business, government, churches, education, and service organizations is a workable size. Equality of representation is important. Teams will initially be selected to work in various geographic areas from the county. Each individual community will be divided into one, two, or three teams, each team consisting of one member from each of the business, school, service, church, and government areas. All other teams will follow this same procedure with representatives from their areas. After determining the number and size of local teams, the coordinator and facilitator will contact those who have expressed an interest in the project along with specific details of the workshop, including time and place, purpose, size and composition requirements of local teams, and registration procedures. Teams are then asked to review the proposed marketing prototype project designed and then come to the workshop prepared to submit additional suggestions and/or criticisms.

Process

The purpose of the workshop is to enable community teams to work together to develop plans for networking among the various groups. The participants need to become aware of the meaning of "networking." Opportunities for interaction among participants may be built into the process. Many get-acquainted activities will be utilized by the facilitators.

All participants need to have a common "Point of reference" in order to effectively participate in the workshop. Thus, 30-minute presentation of the philosophy of each group (business, civic, education, religion, and service) will be offered in a general opening session. The moderator from the University community will explain the reason the University is interested in networking with the surrounding communities and the components and philosophy of the networking project, and will inform the participants as to the format of participation in the program.

The community teams will now be ready to work together. Each team will be provided with an outside (neutral) facilitator (a person with skill in group facilitation). These facilitators, using the "Nominal Group Technique" facilitation process, will work with the same team for the remainder of the workshop, helping the team members identify community needs, prioritizing these needs, and suggesting strategies to meet these needs and, finally, developing a rough draft of a plan with goals/objectives, activities, responsibilities, and time-lines. Teams will break up into the smallest component during the first session, then join the rest of their geographic section during the second session, and in the final session will join the entire assembly. Thus, the building block concept of

networking is strengthened. In Session I, the teams are divided by Community, with Community "A" Team I in one room, Team II in another, etc., and Community "B" Team I in one room, Team II in another, and so on through the communities. In Session II, all of Community "A"'s teams meet together, as do Community "B" and so on.

Existing examples of networking between the community organizations should be available to be shared with the workshop participants through presentations or written materials. This model is designed to be used in a workshop including several teams, but it may be adapted for use with an individual team in a local community.

A table of reference materials, including articles on networking, examples of networking between business, education, government, etc., might be set up for participants to use at their leisure.

Communication between the supervising/coordinating agency (the University) and the community teams should be maintained until the teams accomplish their projects. Additional technical assistance should be available to the teams if requested, again a natural leadership role for the Campus or Community College.

An evaluation of the seminar will be accomplished that day prior to the ending of the seminar. A follow-up evaluation tool will also be dispensed to the participants that they will be asked to take home, fill out, and return by mail. A follow-up second seminar will be later scheduled to review any progress in the first quarter of operation and to incorporate and assimilate new ideas introduced by participants in addition to the initial marketing program. A "Report of Recommendations" will be published and distributed by the Seminar Sponsors to all the participants and interested members and citizens of the community.

DISTRIBUTION AND PROMOTION OF THE PROJECT

Education

The "Partners in Progress" Networking Proposal shall be distributed to each superintendent, school board member, and school principal in each school district, the County Vocational School, and County Board of Education. Superintendent support will be solicited to aid in the act of physical distribution to each of their administrative staff and building principals. The recipients' names will be placed on each topy to ensure its arrival at the desired destination.

Business and Industry

Distribution can take place by (1) the local Chamber of Commerce may conduct an "Early Bird Breakfast" for the physical distribution of copies to its members and all interested local area business persons. Chambers of Commerce of adjacent communities of the county will also be invited to attend. A brief but informative explanation of the project may be provided at this time; (2) individuals attending will be permitted to pick up additional available copies for non-attending associates and business acquaintances by merely registering business name, address, and phone number; and (3) Cooperation of the local Committee of Economic Development and Community Action Agency shall also be solicited in assisting in the distribution process.

Government

Channels of distribution for Government bodies will be coordinated through the local area Council of Governments and the County Commissioner's Office to all appropriate Government, Township, City, County, State, and Local officials.

Churches

The area Council of Churches will be utilized in the initial phase of project distribution to all churches of all denominations in the community.

Service Organizations

Distribution of copies to the local community service-based organizations will be accomplished by the United Way. To the larger service organizations, such as Kiwanis, Rotary, etc., copies will be delivered to and personally distributed to members at their meetings.

ADDITIONAL NOTES

Distribution Centers for those unable to receive copies, or for the concerned citizens of the community will be at various community offices, the library, the University, the Chamber offices, post offices, fire, and police stations. The time reference for distribution of the project to the community is one month.

FACILITATORS' GUIDE

The facilitation process being used for this workshop is the Nominal Group Technique. The technique is effective when working with groups composed of people with different interests, backgrounds, or expertise. The Nominal Group Technique helps prevent any one person from dominating the group.

Materials needed are: chart paper, magic markers, masking tape, and discussion questions.

The procedure of activities follows: The introduction of the facilitator and the group members takes place. The facilitator then explains the Nominal Group Technique by way of (1) Individual listing of ideas; (2) Serial reporting on flip charts; (3) group discussion and refinement; (4) priority ranking; and (5) developing action strategies on top ideas.

The purpose must be identified: To solicit ideas about what is good about our community; to solicit ideas about needs in our community; to establish priorities for action; and to develop action strategies for top one or two priorities.

The procedures to be followed by the facilitator and the group using the Nominal Group Technique which is found below. (1) individual listing of ideas. This can be accomplished by distributing question sheets to the group and asking them to brainstorm their own 3-5 thoughts in response to Question 1 by writing answers on the sheet. Emphasize that this is an activity that should be done alone. The facilitator should refrain from giving too much direction to individuals. (2) Serial Reporting on the Chart. The facilitator asks each person to give one idea verbally (go around the group). Each idea is listed on chart paper. Conduct at least three rounds. Ask if there are additional ideas to be listed. (If someone has completed their list, they say "pass" and the next person lists his idea). Review the ideas about the good in the community to start the session on a positive note. (3) Brainstorming the second question. Ask members of the group to brainstorm their own 3-5 thoughts in response to discussion question #2 (What are the needs in our community?). Again, this is an individual activity. (4) Serial Reporting on the Chart. The facilitator asks each person to give one of their ideas (needs) verbally. Each idea is listed on chart paper. Keep going around the group until all ideas (needs) are listed. (5) Group Discussion and Refinement. This activity is devoted to taking general ideas and refining them to specifics. The facilitator takes each idea and asks for reactions and specifics. Group members can discuss with each other at this stage. (6) Priority Ranking. Each person will write down their two ideas that they feel have both priority (importance) and urgency. The facilitator will ask for a show of hands as the list of ideas is reviewed by the facilitator and the number of hands (votes) per idea is recorded. Each member has two votes. (7) Developing Action Strategies (The Plan). The facilitator takes the top priority and asks the group to brainstorm action strategies to implement the idea. Strategies are "the ways" an idea gets accomplished, rather than general statements. The group then utilizes these action strategies to develop a plan for "networking" between business and community education at the local level. These plans should contain goals/objectives, activities, responsibilities, and time lines and should be accomplished in 3-12 months. If time allows, the group may develop a plan for the second priority. (8) Conclusion. An action plan for networking must be developed and written down. Each group will briefly share their plan with the other groups. The written finalized plans are then to be turned in to the Project Director.

SUGGESTED PROPOSALS FOR THE PARTICIPANTS OF THE SEMINAR TO CONSIDER

Education

The objectives are to unite all segments of community education in a common goal and program, to introduce the students to their county, and to provide various educational programs for all levels, interacting with the various community groups.

Proposals for Grades K-3 could be Community Helpers Week with guest speakers; Grandparents Day; Field Trips; Coloring Contests; Trash Pickup; Visiting the Elderly, Hospitals, and Rest Homes; Reading, writing and spelling programs; Initiation of Positive Community Image in the Curriculum.

Grades 4-6 could have Parent Awareness Programs, where information packets on the community are sent home; Guest Speakers; Career Week; Poster Contests; History of the County; Spelling Contests; Neighborhood improvement week; College for kids at the local University.

For Grades 7-8, proposals include an Honor Roll program; Career Week; Guest speakers; Trash pick-up; Essay contests; Beautification Week; Home Economics class sewing flags bearing the County Emblems; Field trips.

Grades 9-12 could include Career Week at the local University; Trash pick-up; Essay contests; Your Right To Vote program; Government Day; Commercial Art Contest; Campus Awareness Day; Summer Job Programs; Student Summer Special--employ one high school student for 15 hours a week.

Grades 11-12 at the Vocational School could include support of the construction trades; support of free job placement programs; Business Project, where students set up, run, and liquidate a business; Internship at a local business; Your Right to Vote Program; Area hospital teaching CPR; Horticulture program to beautify the Downtown; Graphic Arts to design community promotional brochure.

The University level could consider such proposals as Job Placement Services, with the names of graduates given to local employers; a Meet the Graduates day; Pre-employment skills, resume, business and computer skills seminars; A 3-day Festival for the community; Grants investigation search at local, state, and federal level; faculty participation in the community, especially in high schools; local businesses expanding their employment opportunities; holding meetings of the community at the University; planning to reach both traditional and non-traditional students of the community; encouraging local employers to provide tuition incentives for their employees; using the University's Business Management Department to help recruit, train, evaluate, and instruct employees.

School Boards and Superintendents can unite class programs throughout the County and encourage students to become Concerned Citizens. They can exert educational administrative direction and leadership in community development. Other ways are to recruit area business, civic, and service organizations to sponsor $500 scholarships for high school students to attend one semester at the local Campus; Community needs, such as food and clothing; Drug, Alcohol, and Substance Abuse program for all age levels in the district schools. Make the schools the focal point of community action and interaction.

General Recommendations--Education

(1) Define career community education objectives for schools. (2) develop a coordinating council among higher education, public schools, parents, community, and industry to define roles and responsibilities of each in the education of youth; to identify educational needs; and develop strategies to meet those needs. (3) Analyze and publicize what is available in the educational and business communities. Institute an inventory of community resources available. (4) Eliminate the barriers between the local districts--make "one team of professionals." (5) develop curriculum to allow students to develop adaptive employability skills, life skills, and realistic career paths through career exploration. (6) Increase career guidance, work experiences, practical application of

basic skills and relevant updated career information in schools. (7) Provide sabbatical leave for teachers' staff development in light of industrial and societal needs. Utilize local retail, industry and business, and prospective training centers for evening and summer sessions for teachers. (8) Initiate dialogue with business, parents, and other community groups for decision-making purposes--budget, educational objectives, etc., for determining each group's responsibilities in the educational process and for fostering cooperation and working relationships. (9) Provide alternative experiences to meet a variety of needs--college credit classes, work study, advanced training in vocational education, continuing education programs, and the like. (10) Develop programs providing training in communication and interpersonal and human relations skills; development of the ethical standards; understanding of basic economics and applied stewardship of natural resources.

Business and Industry

One of the major goals and objectives in the networking concept component of the business community must be the full use and implementation of the process in a three pronged approach towards the TOTAL Community Development.

Phase I: End the mass exodus of industry from the community thus resulting in massive losses of jobs as we have seen in Youngstown, Ohio with the loss of 10,000 jobs in the steel industry and the devastating ripple effect on all local subsidiary services and industries. These problems did not arrive overnight, nor shall they be solved in the same manner. However, many of these problems could and may have been avoided had industry fully utilized, recognized, and worked with the local educational, social, and political structure to create short-term and long-range goals for civic community and industrial development.

Phase II: Substantiation, Stabilization, and Expansion of the present small local business, retail service and industrial outlets presently located in the community. Not only can we no longer afford to lose our present large base, we must immediately focus in on the small manufacturing and industrial factory. In our community alone, we possess more than 250 small manufacturers who employ 50 or fewer. Our objective must be not to lose a single small industrial factory and to seek to have them stabilize and grow stronger and to add even just 5 to 10 jobs. It is much more practical and far more realistic to seek the objective of 50 plants adding just an additional 10 jobs than it is to hope for one large industry to locate in your community with the prospect of 500 jobs. So many communities have had their hopes raised so high, only to have them dashed with the lack of actual materialization of the proposed industrial project or its premature death or departure several short years later just to leave the community worse off than it was previously.

Phase III: The creation of a new entrepreneureal spirit in American communities fostered by a new partnership with all segments of the community utilizing the most positive components and prospects from each of the segments working toward the common goal and objective: more and stable employment for all citizens of the community. Often, many small manufacturing industries and organizations possess the technical expertise required to produce the product, but lack the business and practical skills required to make the product profitable, produce it efficiently, or sell and market it effectively. There is a natural connection for business, education, industrial, and government sectors to unite their forces and exploit their respective expertise. From instruction in initial procurement of venture capital to the creation of a business program, a marketing plan, recruitment and training of personnel, training in management skills, location of the business, advertising, promotion, and public relations, inventory and stock control, merchandizing the product and the producer, the use of computers in business, and the implementation of a successful accounting and budgetary system are just a few examples of areas that may be explored.

Suggestions for Business and Industry

First, segment all of business and industry into many different types in your community, such as industry, grocery, restaurant, etc. Second, discuss the many different bases of these groups to determine a common ground

for each. At this point, the strongest type of promotion for the groups will be derived and the ways to promote the positive aspects considered. There were the groups that were the strongest, in the areas of personnel (employees) and consumers (consumer-based). A target market view of each group is to be considered in the networking process.

The Personnel Based Program concerns the company employees who are community citizens, including such groups as public utilities, industry, retail and wholesale, grocery, and banks. (1) Scholarship or Tuition Incentives. Businesses may offer to their employees a program to encourage the attendance in local universities or other educational facilities by offering a scholarship to the employees who wish to participate. An additional program of educational incentives may be made through a matching Dollar for Dollar Program toward the encouragement of employees to secure additional education. (2) Job Placement of Unemployed. By making a special effort to hire the unemployed of the community to fill company needs, you are helping your community's unemployment situation. By using local graduates as well, you are taking care of your own and encouraging them to remain in their community. (3) Training of Employees by Local Educational Institutions (University and Vocational School). Your employees can become more productive and the Quality of Worklife may be significantly improved through the infusion into your organization of educational expertise. This helps the employee to refine and upgrade his skills while improving his service to the customer and performance on the job. The more the employee learns, the more valuable he becomes. Thus, this becomes a real "investment for the employer." (4) Co-ops, Partnerships, and Internship Programs. Using students of your area in a cooperative effort with business and industry shows them what the actual work of the business world entails. Their utilization in part-time, seasonal, or summer positions may be just a start. (5) Promote Community and Events. Business can increase participation in community activities by encouraging their employees to frequent summer theatres and other civic events by purchasing a block of tickets to be used by the employees. (6) Employee Events Held in the Community. Your community has many beautiful resources that go unseen due to the lack of exposure to the public. Business can take advantage of these resources by holding outings for employees at local parks, oriented to family participation. (7) Business Buy Locally. Many businesses in your area manufacture goods that are needed in finished products of area companies, but most of these needed products are purchased outside our community. It is felt that by organizing an INDUSTRIAL AND BUSINESS COUNCIL for the area, you can better promote the goods that local businesses have to offer. An annual program could then be set up to act as a Business Expo for your area, in which all businesses will be allowed to display the products that they produce. Companies from outside your area can then be called in to attend the Expo and get a good idea of what our businesses have to offer. A group, such as the local Chamber of Commerce or County Economic Development Council can act as the spearhead for the Council. Try to acquire the status of your University in combination with local Business and Industry as an Economic Development Center, either by the Small Business Administration or the United States Economic Development Agency, the purpose of this center being: (a) To secure any type of state, local, or federal funds available to set up a physical facility of one-stop shopping for information required by members of our community; (b) To provide business expertise, assist in site location, venture capital, procuring of licenses, set up of business, formulation of a marketing plan, and employment recruitment and selection; (c) Assist in every manner possible or place the individual in contact with all establishments who can offer any assistance necessary to foster and encourage the entreprenual spurt of America; (d) Expand and strengthen present industry base in the area and community. Work to keep and retain jobs and add more job opportunities in the local employment market in all existing job facilities; (e) Total support, cooperation, and positive encouragement of a new Community Economic Development Council.

The Consumer Based Program is aimed at food services, fuel stations, grocery, auto sales, public utilities, etc. It should be noted that many of the businesses can qualify for both major categories. With the consumer based program, you are gearing the thrust to the line of business

with patrons in your area by offering them incentives, contests, discounts, etc. (1) Buy locally. By patronizing local businesses, you will encourage job growth and greater prosperity; (2) Reinvest money in local markets. Stress consumer support of local firms and services, such as doctors and professional people in the community; (3) Offer discounts to the unemployed and senior citizens and even the students of the area; (4) Fun Facts Brochure. Facts about our community can be incorporated into a fact sheet to be distributed to many businesses to place in shopping bags, on counters, in mail boxes, gas stations, etc.; (5) Consumer Protection Agency. This protection feature would help business and the consumer in many ways, mostly communication. This could be incorporated in an existing service agency, such as the Chamber of Commerce; (6) Contest to Consumers. This plan would be contingent on the Fun Facts step of this plan. The radio and news media could arrange a contest where a question could be asked and give the consumer the opportunity to answer the question to win prizes such as theatre tickets, fair passes, and donated prizes from the business environment; (7) Promote the community on identity by printing the store's name and the community on shopping bags, sales receipts, and other types of packaging; (8) Consumer participation. Housewives, students, and unemployed people could assist by stuffing envelopes in the home, passing out materials, taking surveys, or door-to-door campaigns of promotion.

General Recommendations--Business/Industry

(1) Coordinate and establish liaison, dialog with businesses, schools, parents, community in an accountability committee and in public relations. (2) Amplify career education programs in the schools. (3) Involve business community in setting standards for practical application of skills learned in school. (4) Include business community in analyzing and improving the school climate through their active and energetic participation on Advisory Committees. (5) Involve the business community in setting standards to ensure that each student will have a marketable skill upon graduation from high school. (6) Provide counselors with skills to advise students of job skills through interaction with the business community. (7) Interact with parents, community, and schools to set needs and priorities of education. (8) Provide business and industry personnel the opportunity to go into the classroom both for relating specific career information as well as relating public school experiences to the world of work. (9) Become involved in curriculum content and educational process, such as sponsor curriculum to satisfy a specific need. (10) Participate in clarification of business entry expectations of employees. (11) Provide internship programs, shadow programs, "adopt a school" programs, and resource people.

Promotion of Community Through Churches

The purpose of this segment is to promote church unity by making parishioners of every denomination aware of your community's great attributes and encourage them to spread the "Word" through their community activities. Your church can support many community-related church activities and also bring people closer together to form a unified group in support of your prosperous city.

Fund raising events: (a) BINGO can be a great source of community support if organized and operated properly. It should be open to the public to attract outsiders to your community. The game will bring people closer together and establish church unity. A percentage of the overall profits from the game can be used to fund some of the community activities. (b) BAZAARS are an excellent community activity. The Bazaar attracts people from miles around and, in this way, they get to see what an active organization your church is. (c) Holding a DINNER-DANCE is another good community activity. All that is necessary to do is select a committee to appoint a band, caterer, and hall. After this is done, the dance is ready to be enjoyed. By making this dance an annual event, people will have something to look forward to in your city.

Community-Related Church Activities: (a) Community beautification programs are a necessary ingredient in your promotion of your community because you must not only keep the members of the community proud of their city, but also attract new members to your community. Litter pickups,

cutting the lawns, planting flowers and bushes, collecting aluminum cans for recycling, and newspaper drives are ways of relating the community to the church. (b) Helping the needy by volunteering staples and canned goods to families less fortunate than you. In this way, you can put a smile on someone else's face. The food should be collected in a drive-type manner. A group of volunteers should be organized to deliver these groceries to the needy. Another way of helping the needy is the "meals on wheels" program to deliver hot meals to the elderly. Visiting the elderly, arranging trips to the county homes, and individuals homes and bringing cookies and flowers are a way of bring cheer to their days. Periodic checks on the elderly are helpful to ensure they have sufficient items and elements for a comfortable and meaningful life and happy existence. Installing safety devices and fire alarms can further protect the homes of the elderly. Providing information on MEDICARE and SOCIAL SECURITY benefits through the Church can help others. Assist the elderly in filling out the forms, reducing the red tape, and helping them apply for federal, state, and local programs for which they qualify. (c) The church can also sponsor organizations that provide emergency housing or counseling for members of your community, such as; a HOTLINE phone service for persons in trouble; donations for baby clothes, furniture, or other baby-related items. (d) Bible study groups can bring people together through Sunday school classes and religions schools. Adult encounter groups or retreats can be set up to bring all citizens closer together and to promote church unity. The Ecumenical Movement is designed to promote Christian unity. By inviting different denominations to worship with your church, some of the strong religious barriers can slowly be dissolved and a spirit of love, peace, and cooperation can exist. (e) A community dedication day can be held. On this day, your networking project could be kicked off and introduced in full force and everyone--business, service, government, education, and churches--will have some knowledge of this project. Friday or Saturday is a good day for the Partners in Progress Seminar. Sunday could be your Community Dedication Day.

Service Organizations

(a) Have a community awareness day where all service organizations get together at a local park and inform the community of their services. This could be accomplished by having a good, old-fashioned Bar-B-Que, complete with all the trimmings. Awards may be given to different organizations for their involvement in community action, recognizing their accomplishments in the past year and discovering what they have planned for the future; (b) Have a presidential council set up including all service groups to coordinate all service organizations active in the community; (c) Use organizations' influence to invite well-known and powerful personalities and assume positions of both leadership and service in community projects. Certain people in key positions, if invited, are made aware of, and would have the ability and capacity to act upon, your suggestions relating to specific problems. These personalities can also be used to help you gain funds for your needy projects; (d) Service organizations may sponsor games that can be played by the children of the community; (e) the most deserving boy and girl in each high school can be awarded a $500 scholarship that must be used locally; (f) willingness to lecture at your local University and neighboring high schools; (g) Acting as a big brother/sister, sponsor field trips for your young people to different points of interest in your county. This could be any number or age group that your organization chooses; (h) Offer invitations for young people to attend your meetings to introduce them at an early age to the ways and goals of your organizations and to show them that you want to help them and that you care; (i) Service organizations must assume the leadership role in community service projects and be more than a "once a week for lunch bunch".

Suggestions for the Government Sector

One goal of the governmental group is to persuade governmental employees to instill a sense of pride in their respective communities. To accomplish this effectively, the employees themselves should have a sense of pride, project a positive image, and set an example to be admired and copied. The government employees could be the best "good will ambassadors" that the government

has to offer the community. (a) to display a positive image, the employees should be responsive and courteous to the public, whether in person or on the phone. They should be conscious at all times of the image they project, whether in an office, in a police cruiser, digging a ditch, or collecting garbage. Devise some method of determining who should be rewarded for their positive attitude. Employees in various departments who project the best image, attitude, etc., could be rewarded with an occasional extra day off; (b) conduct a drive for voter registration. Compile necessary information for the citizens as how to register and how to vote. Possibly enlist volunteer help through a service organization or a business to distribute the information; (c) Government bodies could arrange to set up parks or recreational areas on public-owned property. Service organizations or area businesses could contribute to these projects, either financially or with volunteer help; (d) public-owned property could also be used by service organizations, businesses, or even church groups to hold "happenings" to raise funds for organizations and worthwhile causes. In return for the use of this land, the respective organizations could keep the area clean, mow the grass, clear the snow, etc., thereby helping with the expense of operating the community; (e) compile a slide presentation featuring your county, making it available to schools, libraries and church and service groups for showing. Included in this presentation could be historical sites, natural resources, recreational areas, and various points of interest; (f) organize your County Olympics featuring athletes from each community. A different sporting event could be held in each town. Businesses, churches, and service groups could get involved by donating funds and/or equipment, supplying food, or providing organizers. Education could get involved by providing instructors.

ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

JAN 13 1984

8118 Math-Sciences Building
Los Angeles, California 90024